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ABSTRACT

This annual report includes a list of the members of the 1989 Ohio Council on Vocational Education; a summary of Ohio vocational education statistics on employment, access, enrollment, academic, and citizen involvement; a letter from the council to the Ohio State Board of Education; and the following seven major sections: (1) a description of the structure and program of the Ohio Council on Vocational Education, 1988-89; (2) information on statewide planning and evaluation; (3) commendations, recommendations, and priorities; (4) the council's mission statement; (5) statistical and budgetary reports; (6) descriptions of coordination activities; and (7) a list of research and other publications. (Among the employment statistics reported were that 95 percent of the students who graduated from a vocational program in Ohio's secondary schools in 1988 were employed, with over three-fourths of them employed in jobs related to their training; 98.6 percent of the students who completed postsecondary and full-time adult programs in 1988 were employed, with 93.5 percent of them employed in jobs related to their training; and federal income tax records showed that Ohio vocational and technical graduates have predominately higher incomes and lower rates of unemployment 4 and 5 years after graduation than others in the general population with the same age, schooling, and residential-location characteristics. Among the enrollment statistics reported were that 1,432,237 students were enrolled in vocational and career education programs in Ohio; more than 55.8 percent of Ohio's 11th- and 12th-grade secondary students were enrolled in vocational education; 306,930 adults were enrolled in Ohio vocational education programs in 1989; and more than 1,777 Ohio youth and adults were served through vocational education programs for the incarcerated in Ohio.) (CML)

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PREPARATION FOR PRODUCTIVITY

VOCATIONAL-TECHNICAL EDUCATION IN OHIO

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FISCAL YEAR 1989
TWENTIETH ANNUAL REPORT

OHIO COUNCIL ON VOCATIONAL EDUCATION

Membership of the Ohio Council on Vocational Education (FY 1989)

The Ohio Council on Vocational Education is an agency, separate from the State Board of Education, composed of thirteen concerned citizens representing business, labor, agriculture, education, and various groups with special needs. The Council is dedicated to the concept that vocational-technical education as well as academic education is necessary if Ohio is to be competitive in the national and global economies.

Mr. Harry Barth
Vice President, Research and Development
The Hygenic Corporation, Akron
Representing Industry
Executive Committee—Secretary

Dr. Rosie N. Doughty
Superintendent
East Cleveland City Schools
Representing the Disadvantaged

Mr. James C. Drake
Supervisor, Student Services
Upper Valley JVS, Piqua
Representing Career
Guidance and Counseling
Organizations

Mr. Robert Y. Farrington
Secretary-Treasurer
Ohio State Building and
Construction Trades Council
Columbus
Representing Labor and the Ohio Job Training
Coordinating Council
Executive Committee—Chairperson

Dr. Leonard D. Kingsley
Superintendent (Ret.)
Penta County Vocational School
Perrysburg
Representing Special Education
Executive Committee—First Vice Chairperson

Dr. Judith A. Maxson
Vice President, Instruction
Hocking Technical College
Nelsonville
Representing Women and Postsecondary Education
Executive Committee—Second Vice Chairperson

Mr. John R. Nelsen
Apprenticeship Coordinator
Sheet Metal Workers Local No. 33
Akron
Representing Labor

Ms. Natividad Pagan
Director, Bilingual Multicultural Office
Cleveland City Schools
Representing Limited English Proficient Students
and Secondary Education

Ms. Mary E. Purcell
President, Mary Purcell & Associates
Cincinnati
Representing Small Business
Executive Committee—Past Chairperson

Mrs. Helen Scheuring
Agriculturist & Industrial Park Developer
Rock Creek
Representing Agriculture

Mr. Herbert H. Schlater
Chairman (Retired)
Sidney Electric Company
Representing Business

Mr. Glenn E. Selby
Manager (Ret.), Armco Research Administration
Middletown
Representing Industry

Dr. Patricia W. Winkfield
Supervisor, Special Needs
Columbus Public Schools
Representing Minorities

Staff

Dr. Joseph L. Davis
Executive Director

Dr. James B. Hamilton
Research Consultant

Mrs. Chloe Worley
Executive Assistant

Dr. Martin W. Essex
Executive Director Emeritus

Preparation for Productivity, 1988-89 . . . . . Briefly Told

EMPLOYMENT

Secondary

- 95% of the students who graduated from a vocational program in Ohio's secondary schools in 1988 were employed. Over three-fourths of these youth were employed in jobs related to their training.
- The unemployment rate for secondary program completers (5%) was less than one third the rate for Ohio's general population in the same age group (15.6%).

Postsecondary

- 98.6% of the students who completed postsecondary and full-time adult programs in 1988 were employed. 93.5% of these individuals were employed in jobs related to their training.
- The unemployment rate for postsecondary and full-time adult program completers (1.4%) was less than one fourth the rate for Ohio's general population (6%).

Long-Term Follow-Up

- Federal income tax records show that Ohio vocational and technical graduates have predominately *higher incomes* and *lower rates of unemployment* four and five years after graduation, than others in the general population with the same age, schooling, and residential-location characteristics.

ACCESS

- All of Ohio's 11th and 12th grade secondary students have access to comprehensive vocational education programs.

ENROLLMENT

- 1,432,237 students were enrolled in vocational and career education programs in Ohio.

11th/12th Graders

- Over 55.8% of Ohio's 11th and 12th grade secondary students were enrolled in vocational education.

Career Education

- Ohio had the highest enrollment in career education in the nation in 1989, with 1,206,605 students receiving occupational information about future jobs.

Associate Degree

- Approximately 26% of the 80,509 full-time students in Ohio's two-year colleges and regional campuses were enrolled in associate degree employment training programs partially funded by the Ohio Division of Vocational and Career Education.

Adult Education

- 306,930 adults were enrolled in Ohio vocational education programs in 1989.

Corrections

- More than 1,777 Ohio youth and adults were served through vocational education programs for the incarcerated in Ohio.

ACADEMICS

- The academic foundations of vocational education continued to be strengthened in 1989. In 43 Vocational Education Planning Districts, 9,631 vocational students studied applied academics as an integral part of their vocational programs.

OHIO CITIZEN INVOLVEMENT

- A total of 8,977 Ohio citizens helped evaluate vocational-technical programs to make them more relevant to today's job market.

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Council

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Mr. James C. Drake
Piqua

Dr. Leonard D. Kingsley
Toledo

Dr. Judith A. Maxson
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Cincinnati

Mrs. Helen Scheuring
Rock Creek

Mr. Herbert H. Schlater
Sidney

Mr. Glenn E. Selby
Middletown

Dr. Patricia W. Winkfield
Columbus

Staff

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Executive Assistant

Dr. Martin W. Essex
Executive Director Emeritus

December, 1989

The State Board of Education
Ohio Departments Building
65 South Front Street
Columbus, Ohio 43266-0308

Dear Ladies and Gentlemen:

"What makes one country more productive than another?"

That question was once posed by Ross M. LaRoe and John Charles Pool in their weekly column in The Columbus Dispatch. Here's how they answered it:

> Most studies conclude that the most important factor is education.

They noted that Edward Denison, an economist for the Brookings Institution, has estimated that "75 percent of U.S. long-term productivity gains have been due to improvements in the education and skill level of the workforce."

For twenty years now, the Ohio Council on Vocational Education and the advisory council that preceded it have been dedicated to the improvement of vocational-technical education in Ohio and the skill level of Ohio workers of all ages.

During Fiscal 1989, the Council gathered ample evidence that the vocational instruction offered by secondary schools and the technical programs offered by postsecondary institutions are preparing Ohio's youth and adults for productive employment. Hence, the title of this annual report, "Preparation for Productivity."

The Council applauds the commitment of the State Board of Education to the improvement of all aspects of public education in the Buckeye State. We are especially grateful for the considerate attention the State Board, Superintendent Franklin B. Walter, and the staff of the Division of Vocational and Career Education give the Council's recommendations.

You have the continued best wishes of the Council as you pursue educational reform as a means of strengthening education and enhancing the productivity of the Ohio workforce.

Robert Y. Farrington
Chairperson

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Ohio Council on Vocational Education, 1988-89

Structure of the Council

The Ohio Council on Vocational Education is appointed by the State Board of Education in compliance with the Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524). The Act specifies that the 13-member Council consist of seven private sector members representing labor, agriculture, and management, with one member each for agriculture, business, and small business, and two members each for labor and industry. The Act also requires that six Council members are to be representative of secondary education and postsecondary institutions, and are to have a varied background of experience to ensure that due consideration is given to special population categories.

The Council's staff consists of an Executive Director, a Research Consultant (half-time), an Executive Assistant, and a Secretary.

Purpose of the Council

The purpose of the State Council is to advise, and consult with, the Governor, the State Board of Education, the business community, and the general public on: (1) policies the state should pursue to strengthen vocational education, and (2) initiatives and methods the private sector could undertake to modernize vocational education. The Council consults with the State Board on:

- Development of the State Plan,
- Establishment of program evaluative criteria,
- Access of special populations to vocational education,
- The availability of vocational education across the state,
- The involvement of business and labor in conducting programs,
- Coordination of secondary programs with those of postsecondary community and technical colleges,
- Distribution of funds between the secondary and postsecondary levels, and
- Establishment of technical committees.

The Council evaluates the vocational education delivery systems that receive federal funds under the Perkins Act and the Job Training Partnership Act (JTPA) in terms of their effectiveness in achieving the purposes of the two Acts. At least one public meeting is held annually to obtain opinions about vocational education in the state.

Assuring opportunity for all of this nation's diverse populations to participate in preparation for work, and to expand and improve the quality of that preparation are the major purposes of the Carl D. Perkins Vocational Education Act. These purposes are reflected in the distribution of funds under the Act. Fifty-seven percent (57%) of Title II funds are to be used to assure equal access by special populations to quality vocational education programs. Forty-three percent (43%) of the Title II funds are for the expansion and improvement of vocational education programs to provide the nation's workforce with the marketable skills needed to improve productivity, promote economic growth, and improve the competitiveness of the U.S. in the world market.

This year's annual report theme, "Preparation for Productivity," focuses upon the pursuit of these purposes in Ohio. Coordination of efforts between education, other governmental agencies, business, industry, labor, and the community is paramount in accomplishing the purposes of the legislation.

Program of the Ohio Council for 1988-89

Regular Conferences

The Council scheduled six conferences during the year. Three conferences were held outside of Columbus to provide an opportunity for Council members to observe and evaluate the operation of vocational and technical education programs. Another conference was held in Cleveland to coincide with the All Ohio Vocational Education Conference, co-sponsored by the Ohio Division of Vocational and Career Education and the Ohio Vocational Association. The calendar for the year included conferences at the following locations:

July 25-26, 1988	Concurrent with All Ohio Vocational Education Conference, Cleveland Convention Center
September 21-22, 1988	Quality Inn-Hocking Valley, Nelsonville
November 16-17, 1988	Hueston Woods State Park Lodge, College Corner
February 22-23, 1989	Signature Inn, Columbus
April 12-13, 1989	Public Meeting April 12 Parke Columbus Hotel, Columbus
June 21-22, 1989	Ramada Inn North, Columbus

Presentations Made at Council Conferences

Educational and other leaders, mostly from Ohio, were invited to make presentations on current issues in vocational-technical education at regular Council conferences. In addition to the presentations made by administrators and staff members in the various schools whose programs were reviewed by the Council, other presentations were made by:

Thomas N. Applegate, Assistant Director, Adult Education, Division of Vocational and Career Education, Ohio Department of Education

Ann H. Barkelew, Vice President, Corporate Public Relations, Dayton Hudson Corporation, Minneapolis

James C. Drake, Supervisor, Student Services, Upper Valley JVSD, Piqua, and OCOVE member

Herbert Flint, President, Burkholder Flint Associates, Columbus

Craig Gifford, Executive Vice President, Ohio School Boards Association, Westerville

Bill Hawkins and Jerry Fike, Co-Directors, UAW-GM Human Resources Center, Cincinnati

Dr. Joanna Kister, Assistant Director, Division of Vocational and Career Education, Ohio Department of Education

Kathyrn M. Limes, State Supervisor, Special Services, Division of Vocational and Career Education, Ohio Department of Education

William R. Martin, Martin Communications, Inc., Worthington

Dr. Darrell L. Parks, Director, Division of Vocational and Career Education, Ohio Department of Education

Dr. Rosemarie Rossetti, Adjunct Assistant Professor, Department of Agricultural Education, The Ohio State University

Dr. Franklin B. Walter, Superintendent of Public Instruction, State of Ohio

Mike Webb, Training Director, UAW-GM Human Resources Center, Cincinnati

On-Site Observation / Evaluation of Educational Programs

In the pursuit of the goal of developing a strong and adaptable workforce, the Ohio Council makes a number of on-site evaluations annually. During FY '89, Council members examined educational facilities and observed classes in session. They also had an opportunity to interview students and teachers in each of the schools visited. A review of the program, including trends, problems, and successes, was presented by selected administrators and staff. The Council members, led by a preappointed panel, engaged in dialogue with presenters.

Observation/evaluation sessions were conducted at the following locations:

D. Russel Lee Career Center, Butler County Joint Vocational School District

Hocking Technical College

Fairfield Career Center, Eastland Joint Vocational District

Off-Site Review of Educational Programs

Off-site evaluations featured presentations by administrators and others on topics suggested by the Council staff. Follow-up discussions employed the procedure used in the on-site visitations. Programs were reviewed for the following schools:

Middletown City Schools

Greene County Joint Vocational School District

Tri County Joint Vocational School District

On-Site Review of Programs at Marion Correctional Facility

The Ohio Council chairperson arranged for the Council chairperson, vice-chairperson, executive director, and research consultant to tour the vocational instructional facilities and to observe training at the Ohio Department of Rehabilitation and Correction facility at Marion, Ohio. Classes were observed and discussions were held with the training director and instructors regarding trends and program directions, facilities and equipment, instructor training and certification, and improvements needed.

Participation of Members and Staff in Vocationally-Related Conferences

The Council encourages members to participate in the activities and conferences of vocationally-related organizations. This practice provides inservice training for members and is a source of ideas for the Council.

Members and the staff of the Council participated in the program of the following organizations:

Academy for Superintendents, The Ohio State University

American Association of Community and Junior Colleges

American Vocational Association

American Vocational Education Research Association

American Vocational Education Personnel Development Association

Center on Education and Training for Employment

Employment for Seniors, Inc.

Entrepreneurship Education State Task Force

National Alliance of Business

National Association of State Councils on Vocational Education

National Association of State Directors of Vocational Education

National Council on Vocational Education

Ohio Association of Joint Vocational School Superintendents

Ohio Department of Education

Ohio Department of Rehabilitation and Correction

Ohio Division of Vocational and Career Education

Ohio Job Training Coordinating Council

Ohio School Boards Association

Ohio State University

Ohio Vocational Association

Ohio Vocational Directors Association

Ohio Vocational Education Personnel Development Coordinating Council

State Board of Education

U.S. Department of Education, Office of Vocational and Adult Education

Public Meeting

The Annual Public Meeting sponsored by the Council to provide an opportunity for the general public to express views about vocational education was held at the Parke Columbus Hotel, on April 12, 1989.

Robert Y. Farrington, Council Chairperson, presided at the meeting, extended greetings, and introduced the members of the Council.

The following persons provided testimony at the public meeting addressing the topics listed:

Robert Brandt, Superintendent, Vantage JVSD—"Success Doesn't Pass Operating Levies: A Need for Alternative and Stable Funding"

Eric Bush, Teacher of Industrial Technology, Newark High School—"Introducing Technology Education"

Melvin R. Frass, Superintendent, Delaware JVSD—"Linkages with Business and Industry: The Lack of Division Leadership"

Rev. Ronald Hooker, Chairman, General Advisory Board, Delaware JVSD—"Issues That Face a Small JVS District"

Dr. Rosemary F. Kolde, Associate Superintendent, Great Oaks JVSD—"Ohio's Full Service Adult Vocational Centers: Building Up Human Capital"

Mike Marcino, Deputy Superintendent, Ohio State Reformatory, Mansfield—"Problems and Possibilities for Vocational-Technical Education for Incarcerated Populations"

Tim McGuckin, Director, Adult Vocational Services, Akron City Schools—"The Impact of Adult Vocational Education"

Clifford A. Migal, Associate Superintendent, Great Oaks JVSD—"Differentiated Skill Training Programs: Testing Their Potential"

Dr. Darrell L. Parks, Director, Division of Vocational and Career Education, Ohio Department of Education—"Status of Vocational Education in Ohio"

Dr. Jerry E. Shuck, Superintendent, Cuyahoga Valley JVSD—"Effective Adult Education Infusion in Ongoing Vocational Programs: Implementing the Concept"

Susan Vance, Coordinator, Cuyahoga Valley JVSD—"Effective Adult Education Infusion in Ongoing Vocational Programs: Operating the Program"

A complete, verbatim transcript of the testimony offered by each of these individuals was compiled by a certified public stenotypist. The Council makes extensive use of this document, turning to it for first-hand insights on current issues in vocational-technical education. Special attention is given to recommendations offered by those who made presentations. These insights and recommendations are a valuable source of topics for Council discussion, research studies, and recommendations to the State Board of Education.

Statewide Planning and Evaluation

The Ohio Council on Vocational Education is directed by the Perkins Act to consult with, and provide advice to, the State Board of Education regarding the State Plan, the establishment of technical committees, and the establishment of evaluation criteria for vocational programs.

State Plan and Accountability Report

The Two-year State Plan for the period 1988-1990 was developed in 1987-88. Council reviewed the comprehensive Annual Performance Report for FY 87 and the Two-Year State Plan as part of the Plan development process. Council approved the State Plan on February 17, 1988.

The Ohio Plan concentrates on meeting the needs of people rather than institutions. This approach requires emphasis upon the state's economic situation, with attention to an analysis of labor supply and demand, as well as the needs of the various target populations.

The Assistant Director, Ohio Division of Vocational and Career Education, assumed leadership for obtaining recommendations for the Plan through a series of public meetings and in consultation with the Council.

Council later reviewed the Ohio Comprehensive Annual Performance Report for FY 1988. No substantive changes were made to the State Plan for the second year of the planning period.

Technical Committees

The Ohio Division of Vocational and Career Education chose to establish five technical committees in FY 89. The Council was invited to submit names of nominees recommended by individual Council members for membership on the technical committees.

Ohio's system for vocational curriculum development utilizes the task inventory approach and incorporates curricula updates, usually every five years. Therefore, technical committees were structured and task list reviews were planned to mesh with this sequence. The technical committees established and the curricula updated during FY 89 were as follows:

Clerk-Typist
Fabric Services
Farm Management
Machine Trades
Medical Assisting

Evaluation

Each year the Ohio Division of Vocational and Career Education uses the PRIDE (Program Review for Improvement, Development, and Expansion in Vocational Education) process for evaluation purposes. PRIDE is a structured system for reviewing and improving programs. Approximately one fifth of Ohio's vocational programs are reviewed and evaluated each year. During FY 88, PRIDE evaluations at the secondary level involved 20 vocational education planning districts, 127 school districts, 1,190 vocational programs, and 1,760 instructors or counselors. A total of 8,977 local citizens served on PRIDE Committees. Programs were also evaluated in seven of Ohio's postsecondary institutions.

The PRIDE program is well administered. Schedules are planned and personnel selected for state, local, and Vocational Education Planning District (VEPD) leadership responsibilities well in advance of the actual review process. Materials and suggestions are provided to facilitate each aspect of the review.

A committee of local personnel met twice during the year to suggest improvements in the PRIDE process.

A number of Joint Vocational School Districts have coordinated their PRIDE review with the evaluation of the North Central Association of Colleges and Schools (NCA). The PRIDE evaluation is accepted by NCA in its program review.

The staff of the Ohio Council reviewed each of the PRIDE reports submitted this past year and concluded that the system appears to be functioning effectively.

Over 10,000 PRIDE recommendations were completed or in process last year in the improvement of vocational programs, according to follow-up reports by the Division of Vocational and Career Education.

The Council gains additional knowledge of the scope and quality of the vocational-technical program in Ohio through on-site and off-site program reviews, presentations made to the Council, and the participation of members and staff in vocationally related meetings (see pages 4-6). Insight is gained also from the research and publication efforts of the Council (see page 28).

Commendations to the State Board of Education

The Ohio Council on Vocational Education commends the State Board of Education, the State Superintendent of Public Instruction, the Ohio Department of Education, and the Division of Vocational and Career Education for the careful consideration and full responses they customarily give to the Council's recommendations; their sensitivity to emerging socio-economic conditions in Ohio; and their persistent endeavors in behalf of high quality vocational-technical education for Ohio citizens. Special commendation is due in the following areas:

1. Adoption of a revised set of vocational standards that explicitly state that any state-funded job-training vocational education program shall have an active, local board-approved advisory committee that meets in formal session no less than once per year, and that the minutes of such advisory committee meetings be kept on file as a part of the official school records.
2. Continued attention to implementation of programs to enhance the academic skills of vocational education students. (Growth continues both in the number of schools implementing these programs and in numbers of vocational students involved.)
3. Furthering the articulation process between Ohio's two-year postsecondary institutions and secondary vocational education institutions. (In joint sponsorship, the Ohio Board of Regents and the Ohio Department of Education are drawing upon JTPA eight percent funds to make articulation grants available to all 23 two-year community and technical colleges in Ohio.)
4. Providing increased opportunities through specially-designed programs for mildly- to severely-handicapped students to acquire employment and employability skills that are essential to achieving economic independence.
5. Supporting the establishment of strategically located full service adult vocational centers throughout the state that provide a common core of training and support services to accommodate the needs of individuals and business and industry.
6. Continued sensitivity to special situations arising within individual school districts that may require State Department of Education assistance in order for the district to provide much-needed vocational education programming.

Recommendations to the State Board of Education for 1990

The Ohio Council offers the following recommendations to the State Board of Education in the interest of expanding the opportunities for Ohioans in their preparation for productivity.

Recommendation #1

Build upon the positive image that vocational education has achieved among the general population of the state in seeking improved understanding and general support for vocational education on the part of state legislators.

Rationale

Vocational education is perceived in a very positive light by the general adult population of the state. This was the major finding of a survey conducted as part of the "Ohio Poll" by the Institute for Policy Research, University of Cincinnati. The study, sponsored by the Ohio Council on Vocational Education, found that a large majority of Ohioans believe it is highly important that vocational education continue to be offered in the high schools. Further, the large majority of Ohioans with children in school believe that a vocational education program would be appropriate for one or more of their children.

Opportunity and supportive data exist to apprise legislators of the perceptions of their constituents and of opportunities for helping to meet constituency needs through support of vocational education.

Recommendation #2

Explore the legal ramifications of counting adults for vocational unit funding purposes when they are enrolled in secondary-level vocational education programs on a space-available basis.

Rationale

The decreasing population of high school students often leaves empty training slots in many secondary-level job training programs. When employment opportunities exist, it is in the interest of the school, the community, and of individuals in need of training, to make full use of the community's investment in vocational equipment, facilities, and personnel. Many adults must respond to increasing demands for higher skill levels and broader ranges of skills on the job. Also, many young adults are finding that a general high school curriculum did not prepare them for a good-paying job. Others may have had difficulty in scheduling a vocational program while meeting other graduation requirements, or may have discovered that they were not ready to enroll in college when they finished high school. Schools that have opened unfilled secondary training slots to adults report positive effects upon both the high school students and adult trainees.

Recommendation #3

Develop resource data packets for use by local school districts in marketing vocational education at the local level.

Rationale

Council research has shown that vocational personnel vigorously consume statistics, facts, quotations, and research reports on vocational education. Such information regarding the impact and other effects of vocational education is especially helpful when graphs, simplified tables, and illustrations are provided that can be inserted into publications or used to enhance visual and verbal presentations by school district personnel.

Recommendation #4

Seek funding for increased numbers of vocational units in order to better serve those students and communities desiring and needing additional job-training slots.

Rationale

Each year local school districts request approval of more vocational units than the Ohio Department of Education is able to fund. These local requests are based on (1) student interest in specific occupational areas and (2) projected employment opportunities in the community.

With the increasing demand for better trained workers and a shrinking pool of available workers, it is becoming more critical that every effort be made to take advantage of opportunities to prepare youth for existing and projected jobs. State funding for an increased number of vocational units will permit local schools to better meet student and community needs.

Continuing Priorities

In addition to the Recommendations, the Council, in concert with the Division of Vocational and Career Education, continues to assign priority status to other matters with long-term implications. These matters are as follows:

1. Marketing strategies designed to enhance the image of vocational-technical education among all segments of Ohio's population.
2. Efforts to identify and implement strategies to strengthen the academic component of vocational-technical education.
3. Emphasis upon the elimination of sex, handicap, and racial bias in all areas of vocational education.
4. Efforts to replace inadequate and obsolete equipment in vocational-technical education.
5. Exploration of policies and practices that would result in a larger percentage of vocational students participating in student organizations as an integral part of the curriculum.
6. Efforts to make more effective use of local advisory committees in planning, conducting, and evaluating programs.
7. Articulation between adult vocational education and postsecondary vocational-technical education as well as articulation between secondary and postsecondary vocational-technical education.

Responses to 1989 Recommendations and Continuing Concerns

Responses of the State Board of Education made by the Divison of Vocational and Career Education to the 1989 recommendations and continuing concerns of the Ohio Council on Vocational Education are as follows:

Recommendation #1

Encourage secondary and postsecondary vocational and technical education administrators—including those identified with the Ohio Department of Education and those with the Ohio Board of Regents—to take an active role in promoting (1) coordinated planning and (2) the use of their institution's or agency's resources in providing dislocated worker training programs when major plant closings are anticipated.

Division Report

Coordinated planning between secondary and postsecondary vocational and technical education administrators at the local level and staff of the Ohio Department of Education and staff of the Ohio Board of Regents has been fostered by the implementation and development of several new coordination strategies. The new strategies include the legislative mandate for the creation of the Joint Commission on Vocational and Technical Education, the new standard created by the State Board of Education which requires local board approved advisory committees for all vocational education job training programs, the school college partnership design and development grants funded through JTPA funds, and the individual school-college articulation agreements. Other JTPA 8% grant opportunities (at-risk youth, welfare coordination, literacy) have fostered local coordination by requiring education agencies and Private Industry Councils (PICs) to jointly submit proposals seeking to resolve the issues related to agency coordination and service duplication to disadvantaged youth and adults.

Beginning in FY 89, PICs were also invited to participate in Local Education Area Planning (LEAP) meetings sponsored by the Ohio Department of Education. Through participation in the LEAP meetings and required interaction in the development of local enrollment projections, coordination among vocational education, technical education and PIC planners has been enhanced. In the case of plant closings, one agency or institution usually is designated as the lead agency coordinating the joint efforts of all parties involved. The selection of the lead agency remains a local decision. The Ohio guidelines for the new dislocated worker program, Economic Dislocation and Worker Adjustment Assistance Act (EDWAA), specify that local educational agencies should be included in planning and implementing programs for dislocated workers.

Recommendation #2

Appoint and charge a statewide committee of vocational and technical educators, trainer of teachers, researchers, administrators, and curriculum specialists to provide direction and leadership for coordinating and expanding state and local involvement in programs designed to improve the higher order thinking skills of vocational and technical education students.

Division Report

Efforts to infuse higher order thinking skills into the vocational education curriculum during FY 89 include development and distribution of the applied academic programs' communication and mathematics curriculum materials, public release of a new Home Economics curriculum guide, inservice education of Home Economic teachers, and research.

The growth of the applied academic programs and the accompanying model of instructional materials have also fostered the development of higher order thinking skills. The applied communication material includes modules on the topics of "gathering and using information in the workplace" and "using problem solving strategies." The applied mathematics materials stress applications in real-world job situations. The mathematic skills include solving problems that involve nonlinear equations, statistics, probabilities, and trigonometric functions. All modules of these resources center on student projects whereby students must analyze and make decisions using higher order thinking skills.

The Home Economics Service of the Division of Vocational and Career Education conducted three major initiatives in FY 89 to improve higher order thinking skills of vocational education students. An independent research study in FY 89 concluded that the practical reasoning and problem solving instruction in the Ohio Department of Education Practical Action Curriculum correlated with increases in the decision-making skill levels of students in state-funded consumer homemaking programs. Over 140 adult home economics coordinators received inservice training regarding the Family and Career Transition Curricula which nurtures the development of higher order thinking skills. Also in FY 89, critical thinking/problem solving skills were incorporated into the new curriculum guide developed for the Graduation, Reality and Dual Skills Programs (GRADS) for inschool teenage parents and parents-to-be.

Ohio's vocational education curricula are also impacted by legislative mandate for 9th grade and 12th grade proficiency tests which are prerequisites for attaining a differentiated high school diploma. Substitute House Bill 231, passed in July, 1987, provides for the establishment of a statewide high school proficiency testing program for Ohio's high school students. Testing will be administered in the areas of reading, writing, mathematics, and citizenship, and will have its first impact on the class of 1994. In November and December 1988, the State Board of Education acted to adopt the lists of learning outcomes that are the basis for the proficiency tests.

The twelfth grade test will include the recognition and interpretation of organized patterns of writing, use of deductive reasoning, and demonstration of the ability to use information that enables citizens to make choices. The design of the actual tests will determine to a major extent, changes that are made throughout all secondary curriculum areas during the 1990's.

Recommendation #3

In order to establish program and unit-funding standards, experiment with carefully developed abbreviated job training programs, of one-year and of one-semester duration, for credit-deficient 16-year-old students and for those who missed an earlier opportunity to enroll in vocational education programs.

Division Report

The Ohio Department of Education's recent attempts to establish abbreviated job-training programs of one year and one semester duration have yet to be implemented at the local level. Ohio's long established Occupational Work Experience Program (OWE) and regular job training programs continue to serve a large number of students each year.

Currently the Ohio Department of Education offers twenty-eight different instructional areas for two-year programs that may be offered to any senior-level students in the form of a one-year program. In FY 90 a total of 11.00 units are operated under the one-year structure.

In 1989, the Ohio Department of Education contacted the eight major city school districts in Ohio to explore the creation of skill development courses of sixty hour duration as a complement to the Jobs for Ohio Graduates Program (JOG). The Jobs for Ohio Graduates Program serves students who are at-risk of not graduating or not obtaining and retaining employment. The program assists students in making the transition from school to work. The majority of JOG students have not participated in job training vocational education programs. Responses from the eight major cities indicated that administrative difficulties, scheduling problems, and collective bargaining agreements prevented the immediate implementation of short term skill development courses for JOG students; however, the concept continues to be under study and will continue to be encouraged.

During FY 90 the Ohio Department of Education will explore additional options, including the possibility of enrolling some students in only the vocational block portion of academic options units. Experimentation will build on Ohio's outstanding record for serving special needs students in secondary job training programs. The follow-up data of FY 88 completers indicate that 41.35% of students who completed secondary job training programs were academically or economically disadvantaged, and 8.36% were handicapped.

Ohio's most unique program to serve credit-deficient students who are 16 years old and above is the Ohio Occupational Work Experience Program (OWE). The OWE program continues to serve a total of 15,000 students per year despite a decline in the overall high school population.

New and expanding programs administered by the Division of Vocational and Career Education will continue to provide emphasis on serving credit-deficient students in vocational education. Students have greater access to vocational education with the flexibility possible through applied academics to improve their credit deficiency.

Recommendation #4

Advocate greater financial support for adult vocational education, both in terms of the number of vocational units funded at the local level and the portion of the cost borne by the state.

Division Report

Thanks to the efforts of the State Board of Education, the Ohio Legislature, and the Governor, the new state biennium budget for the period July 1, 1989 through June 30, 1991 includes substantial increases over the previous biennium. State Line Item 514, which primarily provides funding for full-time adult vocational education programs, was increased for FY 91 by $1,700,893 or 16.51% over the FY 89 funding level. State Line Item 523, which primarily provides funding for part-time adult programs, was increased slightly for FY 91 (by $149,626, or 2.72%, over the FY 89 funding level). As the result of the new funding, reimbursement levels were increased. Full-time adult unit reimbursement was increased from $16,850 in FY 89 to $17,500 in FY 90. Part-time adult hourly reimbursement was increased from $7.00 in FY 89 per hour to $8.00 in FY 90.

During FY 89, the Ohio Department of Education also designed a system to provide prorated funding for all postsecondary vocational education programs that fall below the established minimum of 12 students. Prorated funding was initiated for programs that serve 8 to 11 students. The prorated system became effective July 1, 1989 and will encourage schools and colleges to operate a wider range of postsecondary education programs.

The Ohio Department of Education continues to support the development and expansion of vocational education programs which provides worker training, retraining, and upgrading to meet the needs of Ohio's evolving labor force.

Recommendation #5

Initiate follow-up studies of all secondary school leavers—including graduates of vocational, college-preparatory, and general education programs—as well as those who leave high school prior to meeting the requirements for graduation.

Division Report

In FY 89 the State Board of Education began the initial stage of the development of a strategic plan for the 1990's which relates to the board's goals and outcomes. The initial plan includes twelve major strategies. Two of the twelve strategies involve the follow-up of high school completers. One strategy is to monitor vocational program completer placement in related and non-related employment. The second strategy will be to develop a student follow-up system that will track all college-preparatory graduates. In FY 90, pending the State Board of Education adoption, the strategic plan will be refined with input from action teams composed of internal and external representatives.

As an integral part of the strategic plan, the current vocational education student follow-up system will be revised to provide additional information on student completers. The revised system will provide an analysis of students who are both working and continuing their education by the introduction of seven new reporting categories that differentiate continuing education and employment statuses.

The longitudinal study of vocational education graduates using data from the U.S. Internal Revenue Service was continued during FY 89. Results indicate that FY 80 vocational graduates earned significantly more income in FY 84 than their age and education cohorts. The FY 80 graduates also had lower rates of unemployment than their counterparts. Data also indicated that FY 79 graduates widened the income gap between them and their age and education cohorts in FY 84. The research study concluded that vocational education provides long-term benefits in the labor-force and those benefits appear to increase over time.

Continuing Concerns

In addition to the Recommendations, the Council, in concert with the Division of Vocational and Career Education, continues to be concerned about other matters with long-term implications. These matters are as follows:

1. **Marketing strategies designed to enhance the image of vocational-technical education among all segments of Ohio's population.**
2. **Efforts to identify and implement strategies to strengthen the academic component of vocational-technical education.**
3. **Emphasis upon the elimination of sex, handicap, and racial bias in all areas of vocational education.**
4. **Efforts to replace inadequate and obsolete equipment in vocational-technical education.**
5. **Exploration of policies and practices that would result in a larger percentage of vocational students participating in student organizations as an integral part of the curriculum.**
6. **Efforts to make more effective use of local advisory committees in planning, conducting, and evaluating programs.**

The recommendations and continuing concerns listed above were adopted officially by the Council on June 29, 1988.

Division Report

1. Although mass media efforts generally require financial resources beyond the scope of public funds, Ohio's vocational education programs have recently received free coverage in "Smithsonian" and "Fortune" magazines and on the CBS evening news.

   New promotional materials for the adult full-service centers were released in FY 89 and distributed statewide. The excellent promotional materials and accompanying photograph also received free publication in Ohio newspapers.

The Ohio Department of Education has joined with the Ohio Council on Vocational Education in a coalition with educators and business leaders to develop a comprehensive marketing plan which is to be funded by substantial contributions from business and industry. Marketing will be a continuing concern and a key factor in the growth and expansion of vocational education in Ohio.

2. The Division of Vocational and Career Education continues to encourage the development and expansion of applied academic programs and the use of the model curricula for teaching applied communications, applied mathematics, and the principles of technology service programs. During FY 89 an additional 318 academic and vocational teachers received inservice training related to the implementation of academic options. The total number of teachers and administrators inserviced since this program began has grown to 2,015. The Division in cooperation with the Ohio Vocational Association conducted inservice meetings for 150 academic teachers who teach in the vocational setting. In June of 1989, the Division also sponsored a one-week workshop for thirty-four teachers on the topic of Statistical Process Control. New nationally developed materials for applied science are in the pilot stages.
3. Continuing efforts to eliminate sex, handicap, and racial bias in all areas of vocational education are evident in the PRIDE materials and processes used in the statewide evaluation system, the annual Office of Civil Rights desk audit and on-site visitations, all grant award procedures, Division report materials in the State Plan for Vocational Education, and the Ohio Comprehensive Annual Performance Report submitted to the U.S. Department of Education, The Ohio Department of Education continues to allocate federal funds under the Carl D. Perkins Act of 1984 to operate the Center for Sex Equity at The Ohio State University for the purpose of developing materials for local school districts.

   Sex Equity funds also continue to be used to fund the Orientation to Nontraditional Occupations for Women programs (ONOW). Although many male and female students continue to elect enrollment in programs traditional for their sex, several efforts have been made to insure that student decisions are based upon actual information and that student decisions are made free of bias.
4. The state biennium budget for FY 91 for State Line Item 526 used to provide state matching funds for vocational education equipment was increased by 10.87% over the FY 89 level of $5,185,155. The FY 91 level of $5,748,569, however, is still below the annual local projected need of $11,000,000.
5. The commitment of the Division toward developing leadership through the recognized vocational student organizations is evidenced through support of the All Ohio Vocational Leadership Camp, highlighting and recommending youth activities during the annual PRIDE evaluation process, and encouraging curriculum developers to address vocational student organizations in the formal curriculum guides.

   In FY 88 secondary enrollments in vocational student organizations were incorporated in the Ohio Comprehensive Annual Performance Report to the United States Department of Education. In September 1988 a major statewide thrust was begun to increase the percentage of students enrolled in vocational student organizations.
6. Effective April 1, 1989, the State Board of Education promulgated a new standard which mandates the following:

   > "All approved vocational educational job-training offerings shall also have active local board-approved advisory committees that are composed of employers from any relevant industry or occupation for which the committee is established; trade or professional organizations representing any relevant occupations; and organized labor and other community representatives where appropriate. Each advisory committee shall meet at least once annually and the minutes of all official advisory committee meetings shall be kept on file as a part of each school district's official records."

   The standard was created to further expand the role of advisory committees in vocational education. Local individuals are also involved in the evaluation of vocational education through Ohio's PRIDE process.

   In FY 89, approximately 9,000 local committee members were actively involved in the Program Review for Improvement, Development, and Expansion of Vocational Education and Guidance (PRIDE). Each year 20% of all vocational education planning districts are reviewed through the PRIDE process.

The Division of Vocational and Career Education appreciates the research, support, and encouragement offered by the Ohio Council of Vocational Education in addressing the above concerns.

Mission Statement of the Ohio Council on Vocational Education

Purpose:

To strengthen the career, vocational, and technical education services provided for Ohioans as a practical, efficient, and sure way to enhance the competitiveness of individual workers and the state and national economy.

Goals:

To discharge the responsibilities assigned to state councils by the Carl D. Perkins Vocational Education Act of 1984 in an effective, efficient, and sensitive manner.

To identify, interpret, and advocate the measures required to improve and expand career, vocational, and technical education so that people may secure or retain jobs, advance, and be self-sufficient.

To assure access to vocational/technical education by special populations (the handicapped, disadvantaged, displaced workers, single parents, displaced homemakers, participants in programs designed to eliminate sex bias, and the incarcerated).

To encourage coordinated planning and cooperation between the various providers of vocational/technical education, especially secondary schools and postsecondary institutions.

To encourage the building of partnerships between educational officials and representatives of business, industry, labor, government, and human-services organizations.

To interpret continuously the positive contribution vocational/technical education is making to individuals and to the community, state, and nation.

Imperatives:

People must be made aware of the broad range of opportunities in the world of work—today and in the future.

Students must develop job-related skills and/or prepare for additional formal education.

Many adults must upgrade job-related skills or prepare for re-entry into the workforce.

Every person must master the time-honored basic skills and lessons of citizenship; acquire or refine the knowledge, attitudes and job-related skills demanded by the times; and learn how to analyze and solve problems.

Ohio and America must maintain a skilled and flexible workforce—one that is committed to productivity, performance, and profitability—in order to compete successfully in the rapidly changing global economy.

Vocational/technical education must play a vital role in helping individuals of all ages, the state, and the nation meet the Imperatives stated above.

Employment Rates

Vocational and technical education in Ohio continues to pay off in jobs for graduates of secondary school programs, students who complete postsecondary programs, and adults available for employment who complete long-term programs. As of September 30, 1988:

- 95.04% of the 1988 secondary graduates available for employment were employed.
- 98.58% of the students who completed postsecondary and long-term adult programs, and who were available for employment, were employed.

In comparison, 15.6% of Ohio youths 21 years of age and under were unemployed, and the overall unemployment was 6.0%, as of November, 1988.

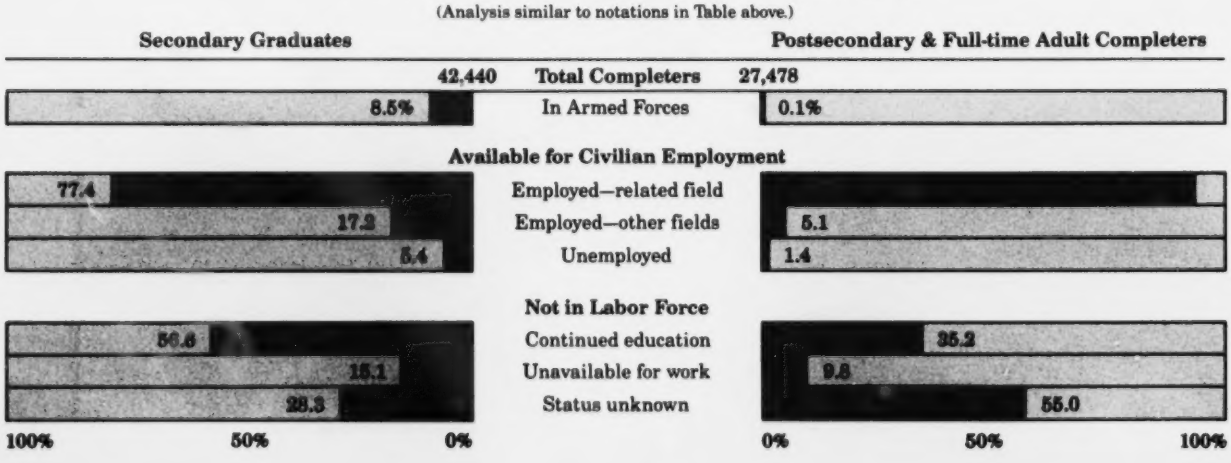
Employment of Ohio Secondary and Postsecondary Vocational Program Graduates

	Secondary Vocational Program Completers			Postsecondary Vocational Program Completers		
	Number of Graduates	Percent of Annual Total		Number of Graduates	Percent of Annual Total	
	1988	1988	Average 1984-87	1988	1988	Average 1984-87
1. State Completions[a]	42,440	100.00	100.00	27,478	100.00	100.00
2. Total Available for Employment[b]	31,160	73.42	73.34	23,474	85.43	78.18
3. Employed Armed Forces	2,652	8.51	9.25	18	.08	.33
4. Employed Civilians	26,964	86.53	82.99	23,123	98.50	95.75
5. Total Employed	29,616	95.04	92.24	23,141	98.58	96.08
6. Unemployed (Seeking Employment)	1,544	4.96	7.76	333	1.42	3.92
7. Total Not in Labor Force[c]	11,280	26.58	26.68	4,004	14.57	21.82
8. Continuing Education	6,385	56.60	56.78	1,411	35.24	32.25
9. Unavailable for Work	1,700	15.07	15.73	392	9.79	11.79
10. Status Unknown	3,195	28.32	27.50	2,201	54.97	55.95
11. Civilian Labor Force—OH Mission Goals[d]	28,508	100.00	100.00	23,456	100.00	100.00
12. Employed in Field Related to Training	22,066	77.40	73.24	21,932	93.50	87.65
13. Employed—Other Fields	4,898	17.18	18.21	1,191	5.08	8.41
14. Unemployed (Seeking Employment)	1,544	5.42	8.55	333	1.42	3.94

(a) Includes lines 2 and 7. Percentages for lines 2 and 7 are based on line 1.
(b) Lines 3 through 6 are based on line 2.
(c) Lines 8 through 10 are based on line 7.
(d) Lines 12 through 14 are based on line 11.

Selected Comparative Employment Data—FY 88

(Analysis similar to notations in Table above.)



Secondary School Employment Training

These data portray vocational education secondary school enrollment in employment training by service area and sex. Enrollment by racial/ethnic and special needs designations is also shown.

Secondary Enrollment in Employment Training in Ohio, by Service Area and Sex, 1989

Service Area	Number	Percentage—Male	Female
Agriculture	17,245	82.0	18.0
Business	19,567	89.0	11.0
Health	3,212	92.3	7.7
Home Economics	6,046	76.1	23.9
Marketing	8,467	55.0	45.0
Special Needs	18,845	40.0	60.0
Trade & Industry	50,349	25.3	74.7
TOTAL[a]	123,731	43.0	57.0

Racial/Ethnic Designation of Students Enrolled in Secondary Programs[b]

Designation	Number
American Indian	169
Asian American	347
Black	22,247
Hispanic	1,627
White	99,341
Total	123,731

Special Needs Designation of Students Enrolled in Secondary Programs

Disadvantaged	51,693
Handicapped	17,310
Limited English	581

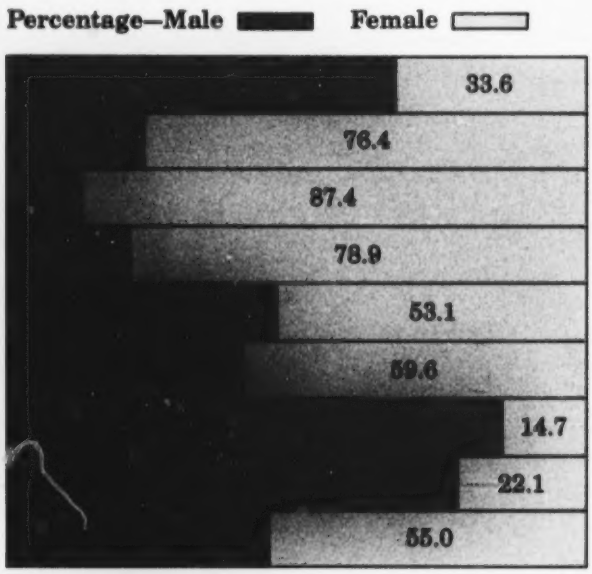
(a) FY 89 Closing Executive Report VEDS Information FY 89. "Home Economics Useful," OWA, and career education are not included.
(b) FY 89 Closing VEDS NCES 2404A, Part A, Section 1.

Associate Degree and Full-Time Adult Employment Training

These data portray vocational and technical associate degree and full-time adult enrollment in employment training by service area and sex. Enrollment by racial/ethnic and special needs designations is also shown.

Associate Degree and Full-Time Adult Enrollment in Employment Training in Ohio by Service Area and Sex, 1989

Service Area	Number	
Agriculture	1,466	2,867
Business	5,066	8,828
Health	5,021	3,742
Home Economics	591	12,189
Marketing	942	6,902
Special Needs	3,622	7,980
Technical	4,455	0
Trade & Industry	151	18,537
TOTAL[a]	21,314	61,045



Racial/Ethnic Designation of Students Enrolled in Postsecondary Programs[b]

Designation	Number	
	Associate Degree	Full-Time Adult
American Indian	98	60
Asian American	188	260
Black	2,632	5,766
Hispanic	215	431
White	18,182	54,523
TOTAL	21,315	61,045

Special Needs Designation of Students Enrolled in Postsecondary Programs

Designation	Number	
	Associate Degree	Full-Time Adult
Disadvantaged	6,954[c]	12,049[d]
Handicapped	1,190[c]	909[d]
Limited English	166[c]	242[d]

(a) FY 89 Composite Closing Executive Report of VEDS Information 1989 excluding "Home Economics Useful."
(b) FY 89 Closing VEDS NCES 2404 A Part A Sec. 1.
(c) FY 89 Closing VEDS Associate Degree.
(d) FY 89 Closing VEDS Full-Time Adult.

Vocational Education for Special Populations

Federal vocational education legislation places high priority upon assuring that quality vocational education programs are available to special populations. Fifty-seven percent (57%) of the Title II funds are distributed among programs for the following special populations: handicapped individuals, 10.0%; disadvantaged individuals, 22.0%; adults in need of training, 12.0%; single parents or homemakers, 8.5%; individuals enrolled in programs to eliminate sex bias and stereotyping, 3.5%; and criminal offenders serving in correctional institutions, 1.0%.

Handicapped Individuals

Handicapped individuals are mainstreamed into regular vocational programs, except for the most profoundly handicapped. A total of 21,372 handicapped secondary, postsecondary, and adult students were enrolled in mainstream vocational education programs. A total of 4,692 were enrolled in separate vocational education programs. A total of 14,983 handicapped students received additional services funded under the Carl D. Perkins Act which were designed to facilitate their success in vocational education programs.

A newly implemented program (Option 4) provides Job Training Coordinators to provide vocational and employment opportunities to low functioning handicapped students who would normally be placed in a very limited workshop or have no employment option at all.

Disadvantaged Individuals

Many disadvantaged students are integrated into regular vocational education programs while others are enrolled in separate programs. A total of 54,621 disadvantaged secondary, postsecondary, and adult students were enrolled in mainstream vocational education programs, while a total of 64,382 were enrolled in separate vocational education programs. A total of 51,700 disadvantaged students received additional services which were designed to facilitate their success in vocational education programs.

Adults in Need of Retraining

In TRANSITIONS programs, a total of 10,568 dislocated workers, employable recipients of Aid to Dependent Children or General Relief, and other adults needing job readiness/career transition instruction received an average of 24 hours of instruction per participant.

The WORK AND FAMILY program serves employed adults. It attempts to help them balance work and family responsibilities. Seminars are conducted at the job site for both single parents and employed spouses on how to manage the demands of the home, family, and the job.

Single Parents or Homemakers

GRADS (Graduation, Reality, and Dual-role Skills) serves adolescent parents and pregnant adolescents in Grades 9-12. The goals of the program are to keep participants in school during pregnancy and after the birth of the child, and to educate them in health care practices. One hundred nineteen programs served 4,508 students.

GOALS (Graduation, Occupation, and Living Skills) serves single parents (age 17-25) who are high school dropouts and have sole responsibility of child rearing. The purposes of the program are to: (1) help participants become effective parents and homemakers; (2) encourage participants to complete high school; and (3) help students identify occupational interests and obtain a job or enroll in vocational training. Seven programs served 374 persons.

DISPLACED HOMEMAKERS programs served 1,639 displaced homemakers and single heads of households. Thirty-two such programs were provided.

Criminal Offenders

Vocational education was provided to 1,148 adults and 629 secondary-level incarcerated individuals in five youth and eleven adult correctional institutions. These programs are supported under the Division of Vocational and Career Education unit-funding system.

Programs to Eliminate Sex Bias and Stereotyping

Ohio responds to this responsibility through a "request for proposals process," which encourages eligible schools and colleges to submit proposals.

During FY 1988, 283 grants to support activities to eliminate sex bias and stereotyping and 143 grants to provide training and services for single parents and homemakers were awarded. These grants served 183,965 prevocational students, 191,230 secondary students, and 15,687 adult students. There were approximately 19,000 school personnel involved in addition to approximately 10,000 parents and persons from business, industry, or other agencies.

Follow-up of Ohio Special Needs Secondary Vocational Program Completers—1988*

	Number of Completers			Percent of Annual Total		
	Handicapped	Disadvantaged	Limited English	Handicapped	Disadvantaged	Limited English
1. State Completions[a]	3,550	17,547	328	100.00	100.00	100.00
2. Total Available for Employment[b]	2,582	12,797	276	72.73	72.93	84.15
3. Employed Armed Forces	114	870	4	4.42	6.80	1.45
4. Employed Civilians	2,250	11,198	270	87.14	87.50	97.83
5. Total Employed	2,364	12,068	274	91.56	94.30	99.28
6. Unemployed (Seeking Employment)**	218	729	2	8.44	5.70	.72
7. Total Not in Labor Force[c]	968	4,750	52	27.27	27.07	15.85
8. Continuing Education	383	1,812	22	39.57	38.15	42.31
9. Unavailable for Work	184	913	7	19.01	19.22	13.46
10. Status Unknown	401	2,025	23	41.43	42.63	44.23
11. Civilian Labor Force[d]	2,468	11,927	272	100.00	100.00	100.00
12. Employed in Related Field	1,684	9,558	246	68.23	80.14	90.44
13. Employed—Non-related Field	566	1,600	24	22.93	13.41	8.82
14. Unemployed	218	769	2	8.83	6.45	.74

* FY 88 NCES Report C, Part (C)1—compiled by R.D. Sommers, RSEE 9/89.

** 16-19 year old youth unemployment rate as reported by the Ohio Bureau of Employment Services, Labor Market Information Division was 15.60% as of November, 1988.

(a) Includes lines 2 and 7. Percentages for lines 2 and 7 are based on line 1.

(b) Lines 3 through 6 are based on line 2.

(c) Lines 8 through 10 are based on line 7.

(d) Lines 12 through 14 are based on line 11.

Vocational education continues to effectively serve special needs students as shown in the above follow-up of Ohio special needs secondary vocational program completers. As of September 30, 1988:

- 91.56% of the 1988 handicapped secondary program completers available for employment were employed.
- 94.3% of the disadvantaged students who completed secondary programs and were available for employment were employed.
- 99.28% of the students with limited English proficiency who had completed vocational programs and were available for employment were employed.

In comparison, 95% of all students who graduated from a vocational program in Ohio's secondary schools in 1988 were employed.

Vocational Education for Adults

The Division of Vocational and Career Education, Ohio Department of Education, supports a wide range of services and educational programs for Ohio's adults, including part-time as well as full-time programs.

- **Part-time adult employment training** serves persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment. A total of 202,849 adults, including 6,391 in the apprentice program, were enrolled.
- **Full-time adult employment training** serves persons who have completed or left high school and who wish to train for occupations best learned in programs of one year in length. A total of 61,045 adults were enrolled.
- **Associate degree job training programs** are offered in 23 community and technical colleges and 19 university regional campuses. A total of 21,315 students were enrolled.
- A network of twenty-one *Adult Vocational Education Full-Service Centers* operate throughout the state to meet the changing needs of business and industry in a way that is adaptive to the changing needs of employees. A full range of support services are provided adult learners including vocational assessment, vocational counseling, and job readiness instruction.

Postsecondary Technical Education

Ohio's 23 technical and community colleges teach the application of knowledge and skills required for employment and advancement in technical occupations. Some technical education is also provided at the 30 university regional campuses. Generally, technicians possess the practical knowledge and experience that enables them to complement the work of professionals, who have theoretical knowledge.

Course Offerings

Meeting the needs of a diverse student population requires a broad spectrum of programs. The technical colleges of Ohio offer over 100 associate degree programs, a variety of university-parallel pre-baccalaureate degree programs, computer-assisted programs, work-site training, cooperative work experience, apprenticeship and journeyman programs, and credit and non-credit instruction.

Administration

Technical colleges, community colleges, state community colleges, and university regional campuses are coordinated by the Board of Regents, but each institution has its own board of trustees.

Funding

About 40% of the funding for postsecondary technical education comes from tuition. Approximately 58% is provided by the Board of Regents for associate degree programs. The division of Vocational and Career Education provides approximately 10% for certain technical programs meeting specific vocational education criteria. Other operating funds are derived from a variety of sources.

Enrollment

In 1988, Full-Time Equivalent (FTE) enrollment[a] in Ohio's two-year colleges and regional campuses was as follows:

Community Colleges	35,861
Technical Colleges*	23,251
University Regional Campuses	21,397
TOTAL	80,509

Approximately 26% of these students were enrolled in associate degree courses partially funded through the Division of Vocational and Career Education (see pps. 24 and 25).

(a) Ohio Board of Regents, Student Inventory Data, Fall 1988.

* Wooster Agricultural Technical Institute enrollment included with technical as opposed to regional campuses.

1988 Budget Accountability Report

(All numbers in $1,000)	1988 Actual Expenditures				1988 Planned Expenditures		
	TOTAL	Federal	State	Local	TOTAL	Federal	State/Local
TOTAL EXPENDITURES	682,357	47,887	265,406	369,064	666,359	44,908	621,451
TITLE II TOTAL	574,550	37,101	220,422	317,027	586,209	43,412	542,797
State Administration (7%)	3,445	1,718	1,727		3,842	2,028	1,814
Sex Equity Coordination	97	97			110	110	
Sub-Total	3,542	1,815	1,727	0	3,952	2,138	1,814
PART A:							
Handicapped (10%)	11,469	3,529	4,665	3,275	8,637	3,552	5,085
Disadvantaged (22%)	55,313	7,763	42,241	5,309	50,795	8,736	42,059
Adult Training (12%)	44,001	4,234	14,696	25,071	45,850	6,083	39,767
Single Parent/Homemaker (8.5%)	3,941	2,999	674	268	4,181	3,839	342
Sex Bias/Stereotyping (3.5%)	1,235	1,235			1,578	1,578	
Corrections (1%)	3,324	353		2,971	3,324	353	2,971
VoEd Opportunities–Total A	119,283	20,113	62,276	36,894	114,365	24,141	90,224
PART B:							
Curriculum Development	544	544			14,747	540	14,207
Personnel Development	50,267	595		49,672	51,560	1,888	49,672
Program Improvement/ Innovation/Expansion	400,914	14,034	156,419	230,461	401,585	14,705	386,880
Guidance and Counseling	(91,675)	(1,465)		(90,210)	(91,781)	(1,571)	(90,210)
Local Administration (Technical Assist.)	(25,302)	(6,437)		(18,865)	(24,914)	(6,049)	(18,865)
Program Improvement–Total B	451,725	15,173	156,419	280,133	467,892	17,133	450,759
TITLE III TOTAL	98,790	1,769	44,984	52,037	80,150	1,496	78,654
PART A:							
Community Based Organizations	274	274					
PART B:							
Consumer/Homemaking:							
Regular	70,011	253	26,720	43,038	70,474	716	69,758
Economically Depressed Areas (33%)	28,189	1,012	18,178	8,999	9,481	585	8,896
Leadership Activities (6%)	86	86			110	110	
State Administration	230	144	86		85	85	
Council on Vocational Education	225	225					
TOTAL–Carl D. Perkins Act	673,567	39,095	265,406	369,064	666,359	44,908	621,451
VoEd from Other Grants:							
Veterans Administration	272	272					
JTPA	8,004	8,004					
Public Safety	154	154					
Appalachia Administration	362	362					
TOTAL Other Grants	8,792	8,792	0	0	0	0	0

(a) See Postsecondary Adult Worksheet for FY 88.
(b) Local estimate based on FY 87 Actual Expenditures vs. FY 88 Expenditures with Local increased by 1%.
(c) Planned Expenditures for FY 88 State/Local minus FY 88 State.
( ) Amounts in parentheses duplicate part of above totals but are included for reporting purposes.

Allocation and Use of Federal and Other Resources

Annual State Plan Budget—FY 1990

Funding Categories		Federal Funds				Non Federal Funds
		Carryover	Allotment	TOTAL	Budgeted	Budgeted
TOTAL STATE GRANT		$2,178,186	$38,738,455	$40,916,641	$39,616,641	$573,600,534
TITLE II: Total		$1,902,627	$36,841,219	$38,743,846	$37,643,846	
State Administration		200,000	1,610,096	1,810,096	1,610,096	1,992,835
Sex Equity Coordination			(110,250)	(110,250)	(110,250)	(110,250)
Title II (minus administrative costs)		1,702,627	35,231,123	36,933,750	36,033,750	
PART A:						
Handicapped	(10%)	260,233	3,523,113	3,783,346	3,783,346	* 6,299,041
Disadvantaged	(22%)	542,394	7,750,847	8,293,241	8,293,241	* 47,805,766
Adult Training	(12%)	400,000	4,227,735	4,627,735	4,227,735	* 29,912,075
Single Parent	(8.5%)	0	2,994,646	2,994,646	2,994,646	598,929
Sex Equity	(3.5%)	0	1,233,089	1,233,089	1,233,089	
Corrections	(1.0%)	0	352,311	352,311	352,311	2,865,385
VoEd Opportunities—Total A	(57%)	1,202,627	20,081,741	21,284,368	20,884,368	87,481,196
PART B:						
Curriculum Development				600,000	600,000	
Personnel Development				1,680,000	1,680,000	
Program Improvement/Innovation				5,648,691	5,148,691	
Other				100,000	100,000	
Guidance and Counseling			(1,571,123)	1,571,123	1,571,123	98,635,722
Local Administration				6,049,568	6,049,568	* 19,216,891
Program Improvement—Total B	(43%)	500,000	15,149,382	15,649,382	15,149,382	*349,785,145
TITLE III: Total		275,559	1,897,236	2,172,795	1,972,795	
PART A:						
Community Based Organizations		75,559	400,502	476,061	476,061	
State Administration		[No Appropriation]				
PART B:						
Consumer Homemaking		200,000	1,496,734	1,696,734	1,496,734	89,388,905
Regular					713,008	77,615,358
Economically Depressed Areas					493,922	11,773,547
Leadership Activities					200,000	
State Administration	(6%)		(89,804)	(89,804)	89,804	
PART C:						
Adult Training/Retraining/Employment		[No Appropriation]				
State Administration						
PART D:						
Career Guidance and Counseling		[No Appropriation]				
Sex Bias/Stereotyping	(20%)					
Leadership Activities	(6%)					
State Administration						
PART E:						
Industry-Education Partnership		[No Appropriation]				
State and Local Administration	(10%)					
State/Local Funds						
Business/Industry Share						

* Non-Federal funds must be equal to or greater than Federal funds.
( ) Amounts in parentheses duplicate part of above totals; however, are included for reporting purposes.

Investment of Resources

Sources of Ohio's Vocational Funds

The total estimated budget of over $613 million dollars for FY 90 represents an increase of 12.7% over the past five years. The actual dollar amount of state funds for vocational education has increased substantially during the past five years including a significant increase over last year; federal funds and local funds have shown slight increases over the five year period. The percentage of local monies has decreased, with the state providing significantly more of the funding.

FY 90 Revenue (estimated)
By Source

Distribution of Federal Funds by Educational Level

As required by the Carl D. Perkins Vocational Education Act of 1984, the Council has analyzed the distribution of $39,033,813 in federal funds for vocational education by educational level. The Council used data for FY 88 for this purpose since that is the latest year for which complete data are available. The Council found that approximately $109 in federal funds was expended for each secondary student enrolled during FY 88. The comparable figure for each associate degree student was approximately $205. Federal funds expended averaged $33 per full-time and part-time adult student. Additional details are portrayed in the adjacent chart.

FY 88 Expenditures of Federal Funds (actual)
By Educational Levels[a]

(a) 1988 Accountability Report and 1989-90 State Plan.

Statistical Enrollment Report on the Goals of the State Plan

The two-year Vocational Education Plan of the Ohio Department of Education has eight objectives. Data relating to each of these objectives are portrayed in the tables on these two pages. Data under the 1988 and 1989 Actual columns are state totals representing closing enrollments. The 1990 Projected data are projections by local agencies. These projections do not reflect financial constraints limiting program expansion.

Objective 1 Career Development and Occupational Information/Exploration

	1988 Actual[a]	1989 Actual[b]	1990 Projected[c]
People Served	**1,191,458**	**1,206,435**	**1,585,122**

This career development program is designed to inform and motivate youth in Grades K-12 toward a goal of constructive work attitudes.

Objective 2 Occupational Work Adjustment (WECEP*)

	1988 Actual	1989 Actual	1990 Projected
People Served	**10,439**	**10,837**	**11,810**

This program is designed for "drop-out prone" youth below the age of 16.

*Work Experience Career Exploration Program.

Objective 3 Secondary Employment Training

	1988 Actual	1989 Actual	1990 Projected
Agricultural Education	17,888	17,245	22,469
Business & Office	20,818	19,567	27,770
Marketing	8,442	8,467	15,456
Health	3,468	3,212	6,261
Home Economics (Gainful)	6,057	6,046	8,492
Special Needs	12,563	18,845	37,327
Trade & Industrial*	51,238	50,349	63,022
Totals	**120,474**	**123,731**	**180,797**

*Includes Occupational Work Experience (OWE) Programs.

Secondary employment training programs provide the necessary skills and related instruction to prepare youth 16 years of age and over for entry-level employment in their chosen fields.

Objective 4 Associate Degree Programs

	1988 Actual	1989 Actual	1990 Projected
Agricultural Education	1,224	1,466	1,930
Business & Office	5,164	5,066	8,870
Marketing	916	942	2,393
Health	5,389	5,021	8,568
Home Economics (Gainful)	475	591	747
Special Needs	2,275	3,622	1,218
Technical	4,609	4,455	9,504
Trade & Industrial	99	151	251
Totals	**20,151**	**21,314**	**33,481**

This program provides training for persons who have completed or left high school and who are available for postsecondary education.

(a) FY 88 closing VEDS.
(b) FY 89 closing VEDS.
(c) FY 90 LEAP Report by Objective.

Objective 5 Full-Time Adult Employment Training

	1988 Actual	1989 Actual	1990 Projected
Agricultural Education	2,860	2,867	3,251
Business & Office	7,862	8,828	7,195
Marketing	7,857	6,902	5,430
Health	3,456	3,742	4,287
Home Economics	10,488	12,189	12,056
Special Needs	10,507	7,980	8,980
Technical	0	0	0
Trade & Industrial	25,314	18,537	17,339
Totals	**68,344**	**61,045**	**58,538**

Programs are provided for persons who have completed or left high school and who are available for one year of preparation for entering the labor market.

Objective 6 Part-Time Adult Employment Training

	1988 Actual	1989 Actual	1990 Projected
Agricultural Education	11,921	14,242	21,666
Business & Office	41,193	40,863	58,303
Marketing	24,865	22,401	62,626
Health	40,988	34,952	43,203
Home Economics	4,443	4,453	8,999
Special Needs	129	74	1,239
Technical	4,416	5,086	7,664
Trade & Industrial	79,843	80,778	133,901
Totals	**207,798**	**202,849**	**337,601**

These programs are provided for persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment.

Objective 7 Secondary Consumer and Homemaking[(d)]

	1988 Actual	1989 Actual	1990 Projected
People Served	**101,678**	**105,108**	**115,448**

Vocational Home Economics Homemaking (Grades 9-12) emphasizes the responsibilities involved in establishing a home for the person who may work outside the home.

Objective 8 Adult Homemaking

	1988 Actual	1989 Actual	1990 Projected
People Served	**10,382**	**9,686**	**30,081**

This program is provided for adults, particularly those in economically depressed areas, who wish to prepare themselves for the role of both homemaker and wage earner.

TOTALS	**1,730,724**	**1,741,006**	**2,352,878**

(d) "Home Economics Useful," except for Family Living (09.0196 and 09.0198).

Coordination Activities

Attainment of a strong and flexible workforce demands the efficient use of all of Ohio's vocational-technical education training resources. Effective dialogue between educators and representatives of business and industry is required. Likewise, dialogue between and among public agencies enhances the quality of occupational education and optimizes local, state, and national resources.

Ohio Job Training Coordinating Council

Purpose—The Job Training Partnership Act (JTPA) provides training and services for economically disadvantaged youth and adults and dislocated workers.

Administration—JTPA is funded by the U.S. Department of Labor and administered by JTP-Ohio, a division of the Ohio Bureau of Employment Services (OBES). The Ohio Job Training Coordinating Council (OJTCC) is advisory to the Governor in several areas, including designation of Service Delivery Areas (SDA) and an assessment of the extent to which several related agencies have a coordinated approach to meeting employment, training, and vocational education needs.

Thirty SDAs were formed, with each being governed by a Private Industry Council (PIC). The PIC is appointed by locally elected officials, provides policy guidance, and exercises oversight of activities under the job training plan for the SDA.

Coordination and Linkage—The Ohio Job Training Coordinating Council's coordination and linkage activities with the education community during Program Year 1988 involved the following activities:

- The Planning Committee reviewed and discussed the Education 2000 report. The committee voted to send letters to the governor and state legislators describing their reaction to the report.
- The Planning Committee reviewed the Adult Basic Education Plan. Dr. Darrell L. Parks, Director, Division of Vocational and Career Education, Ohio Department of Education, appeared before the Committee to discuss the plan, and the focus of the discussion was on ways JTPA and vocational education can coordinate activities to increase opportunities for JTPA participants. The Committee prepared a letter of endorsement of the plan.
- Several Planning Committee members attended Local Education Area Planning meetings. An invitation was extended to Private Industry Councils, Service Delivery Areas, and all Council members to attend LEAP meetings.
- The Council published a Proposal on Services for At-Risk Youth.

Funding—Ohio received nearly $135 million in JTPA funds for services to the eligible populations during program year 1988. Over $7.4 million was available for educational grants and coordination.

Eighty percent of these funds was used for programs for institutionalized populations and for contracts between the PICs and local state supported educational agencies. Twenty percent of the funds was set aside for coordination and linkage. Policies for the distribution of these funds are developed by the State Education Coordination and Grants Council (SEGAC), and the funds are administered jointly by the State Board of Education and the Board of Regents. Membership on the SEGAC includes representation from the OJTCC, the State Board of Education, the Board of Regents, JTP-Ohio, the Department of Development, SDAs, and the Office of Budget and Management, thus assuring the linkages previously mentioned. Funds from the 20% set-aside are directed toward a variety of programs.

Following is a summary of training under the educational grants for Program Year 1988:

	Adults	Youth
Total Enrolled	7,178	1,435
Total Terminated*	4,641	1,106
Total Entering Employment	1,776	434
Percent Served	83.3%	16.7%
Percent Welfare Served	25.5%**	
Percent Minorities Served	38.9%**	
Percent Handicapped Served	6.9%**	

Basic funding (Title IIA) to serve economically disadvantaged youth and adults is allocated by statutory formula to the SDAs. The PICs contract with many public and private schools for training services, which may include basic education, remediation, assessment, job search activities, or occupational skill training. Since program decisions occur at the local level, coordination is most evident between local schools and SDAs.

* Refers to those persons no longer in the program, including program completers, those accepting employment before completing the program, and others leaving the program.

** Not available by adult/youth breakout.

Additionally, Title III funds that are disseminated by a "case by case" process provide similar basic services to dislocated workers. Vocational schools are sometimes grant recipients, and often contract with other grantees to deliver the needed services that are most appropriately provided by educational institutions.

The leadership of Ohio's JTPA program, spearheaded by the OJTCC, believes that the scarce dollars must be used to influence and develop the Education, Employment, and Training System in Ohio. The several parts of the system will be strengthened and improved through close coordination and linkage.

Coordination with Business, Industry, and Labor

Business, industry, and labor representatives play a vital role in vocational-technical education in Ohio. The major portion of their contribution is made through service on local advisory councils and program advisory committees. Several thousand individuals are involved in this manner. Also, many of the 8,977 local citizens who served on PRIDE review committees (see page 7) represent business, industry, and labor.

During FY 89, Mr. Donald W. Morris, Special Assistant to the President, Urban League of Greater Cleveland, was accorded special honors for distinguished service. In a special ceremony in Washington, D.C., Mr. Morris received the Vocational Instruction Program Advisory Committee Award for Ohio. Mr. Morris represents the Delivery System Initiative Committee of the Cleveland City Schools.

During FY 89, Trina Shorts, a secretarial student at East Cleveland City Schools, received recognition from the National Council on Vocational Education (NCOVE) as Ohio's Outstanding Special Populations Student. Ms. Short has been accepted for further training for court reporting.

In its effort to develop a better understanding of the training needs and delivery systems of business, industry, and labor, the Ohio Council regularly schedules presentations and discussion sessions with key leaders. During FY 89, Mr. Bill Hawkins and Mr. Jerry Fike, Co-Directors, and Mr. Mike Webb, Vocational Training Director, of the UAW-GM Human Resource Center, Cincinnati, Ohio, made presentations to the Council on "Providing Help for Displaced Workers."

Several related Ohio Council activities served to give greater insight into human resource needs of business, industry, and labor in Ohio. One Ohio Council research study, *Toward 2010: Implications for Vocational-Technical Education,* involved interviews with a number of business, industry, and labor leaders.

Council Coordination/Cooperation with Other Agencies

During FY 89, the Ohio Council found it beneficial to coordinate and cooperate with other agencies in sponsoring activities of mutual interest. The Ohio Council sponsored a luncheon and guest speaker for the All Ohio Vocational Education Conference, which is sponsored by the Ohio Vocational Association and the Division of Vocational and Career Education, Department of Education. The keynote presentation was made by Ann H. Barkelew, Vice President, Corporate Public Relations, Dayton Hudson Corporation, Minneapolis, who addressed the topic "Changes, Challenges, and Choices in Marketing Vocational Education."

The Ohio Council co-sponsored an in-service program for vocational education administrators on "Marketing Vocational Education." The Council teamed with the Buckeye Association of School Administrators (BASA) and the Ohio Association of Joint Vocational School Superintendents (OAJVSS) in planning and promoting the program. The Ohio Council also collaborated with the Ohio School Boards Association (OSBA) in co-sponsoring a seminar for Ohio vocational educators.

Research and Publications

Three research projects were completed during Fiscal '89 under the auspices of the Ohio Council. These projects resulted in the following publications:

1. **What Ohioans Say About Vocational Education**

   This study is a scientific sampling of public opinion about vocational education in Ohio. The study was conducted by the Institute for Policy Research, University of Cincinnati, as part of the "Ohio Poll." Dr. George Bishop, Senior Research Associate, directed the study. Interviewers telephoned 820 Ohioans, who responded to ten specific questions about vocational education in Ohio.

   Questions related to topics such as the importance of vocational education in the school curriculum, vocational graduate earnings, opportunities for vocational graduates to pursue higher education, academic requirements for vocational students, and the appropriateness of a vocational program for the interviewee's own children. Responses are summarized in both verbal and graphic presentations.

2. **Handbook on Marketing Vocational Education**

   This handbook was compiled by researcher William R. Martin after he completed a series of interviews with vocational educators considered to have had successful experience in marketing vocational education locally in Ohio. The handbook lists 25 specific marketing activities that personnel generally viewed as most successful. These activities related to targeting community leadership, in-school activities, in-community activities, printed information, and news media.

   Brief descriptions of 80 marketing activities being conducted by one or more of the schools cited during the interviews are included.

   New promotional projects are described and a brief discussion of a very limited number of evaluations of local marketing strategies is included. Twelve marketing challenges looming on the horizon are included in the handbook.

3. **Toward 2010: Implications for Vocational-Technical Education**

   The purpose of this study was to set what is known about the labor force and the labor market of the early years of the 21st century against the background of existent vocational and technical education, and to draw inferences upon which education decision-makers may act. The study, commissioned by the Ohio Council, was conducted and reported by Frieda Douthitt.

   The overriding theme throughout the study is the mismatch between the skill requirements for the projected jobs that will exist and the skills currently possessed by the types of individuals who will be the newcomers to the labor force—overwhelmingly minority and female.

   Partnerships for training that involve the schools with business, industry, organized labor, the government, and other schools are described. Examples are given of numerous existing programs that are leading the way.

State Fair Flyer
It's Not An Either/Or Question . . .

This flyer states that Ohio secondary students do not have to choose between preparation for a job or preparation for college. Students can do both, if enrolled in vocational education.

Supportive information includes the fact that vocational students meet the same academic requirements for graduation that college prep students must meet. It draws upon research findings to show that six out of ten vocational graduates now go on to either two-year or four-year college programs.

Other Research

An economic study using Internal Revenue Service data shows that graduates of Ohio vocational and technical education programs have predominately higher incomes and lower rates of unemployment than others in the general population with the same age, schooling, and residential-location characteristics. The study of two successive years of the 1979 graduates has shown a general widening (not a narrowing) of the margin between incomes of vocational graduates and the equivalent group in the general population.

Ohio University economist Dr. Ismail Ghazalah studied the earnings, employment, and geographic mobility of 41,924 workers who graduated in 1979 or 1980 from 12 vocational programs in Ohio high schools or from two programs available at two-year technical colleges.

HANDBOOK ON

MARKETING VOCATIONAL EDUCATION

1 9 8 9

TOWARD 2010:

IMPLICATIONS FOR VOCATIONAL-TECHNICAL EDUCATION

THE COUNCIL ON VOCATIONAL EDUCATION

1 9 8 9

Ohio Council on Vocational Education 1989

What Ohioans Say About Vocational Education

IT'S NOT AN EITHER/OR QUESTION...